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ABSTRACT

Built around a 1977 needs assessment which sampled 65% of the county Indian population, the Robeson County Title IV-A Compensatory Indian Education Project was structured into four categories of objectives: (1) Student Classroom Performance to increase academic performance; (2) Program Management and Maintenance to involve parents, educators and local administrators; (3) Program Development to structure cultural programs for the participants; and (4) Service to meet medical, dental, or counseling needs. Evaluation questionnaires were distributed in the Spring of 1978. Although remedial and accelerated learning programs in the Classroom Performance category were generally successful, they were not highly ranked. Responses on both the Program Management and Development objectives showed the more successful programs to be those aimed at developing an awareness of Indian culture; counseling programs were considered least successful. Medical and dental services ranked highest of the Service program objectives. Considered to be the top five programs were (1) medical and dental services; (2) classes in Indian arts and crafts; (3) art; (4) music; and (5) tutorial reading. Of the 1,937 participants surveyed, 92.1 percent felt the programs they participated in were of benefit. (DS)

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ROBESON COUNTY COMPENSATORY INDIAN EDUCATION PROJECT

OCT 1978

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PROJECT EVALUATION AND FINAL REPORT

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July 1978

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The emblem is an indication of the desire of the Lumbee and other Indians in Robeson County to maintain a link with traditional Native American culture as well as a desire to perpetuate and foster the development of native skills and crafts in future generations.

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USOE 78-0358A

TITLE IV, PART A

ROBESON COUNTY COMPENSATORY INDIAN EDUCATION PROJECT

Robeson County Board of Education
P.O. Box 1328
Lumberton, North Carolina 28358

INTRODUCTION

Completion of this report fulfills the grant receipient's requirement, under the parameters of the grant's contract, to provide the granting agency with a year-end evaluation of the Robeson County Compensatory Indian Education Project (USOE #78-0358-A.) Since no format for such a report is defined in the contract this report will review the progress of this grant by 1.) relying on **A Handbook on Evaluation For Title IV Indian Education Act Projects** (prepared for the U.S. Office of Education by CPI Associates, 1975) as a working guide; 2.) outlining the overall breath of the Project after one year; 3.) describing the overall strengths and weaknesses of the Project's various programs; and, finally, by describing the direction the Project is to take over the next fiscal period.

Assessment of the Project and its programs is based on three general criteria. The first of these criteria is the classroom performance of student participants. Where appropriate, all students participating in classroom programs (e.g., tutorial classes) were given both pre- and post-classroom evaluations. A comparison of student performance in these classroom situations is used as the measure of success for these programs. The second type of program measure utilized is records describing the number of participants taking part in the various programs sponsored by the Project. Finally, survey data aimed at parents, teachers and students involved in this Project's programs are the third level of assessment used in this evaluation. These questionnaires were designed to measure a.) the perceived value of specific programs and b.) the participants' impression of the value of the overall Project.

The contents of this report are divided into five general sections. The first two sections, "Overview of the Robeson County Project" and "Project Objectives, Components of the Objectives, and Needs," outline the goal of the project and specific objectives necessary to achieve that goal. These sections are primarily concerned with providing a general overview of the Project.

The third section, "Project Evaluation," outlines the extent to which this Project's goal and objectives were successfully achieved. Material for this section provides current information on the present status of the Project.

The fourth section is concerned with describing the participants' perceived needs for the future of the Project. Information concerning this "needs assessment" section is based on survey data collected from program participants--parents, teachers and students.

The final section of this report (the "Conclusion") reviews the

participants' overall impression of the Robeson County Project's programs and services and makes suggestions for improving the Project over the next fiscal period.

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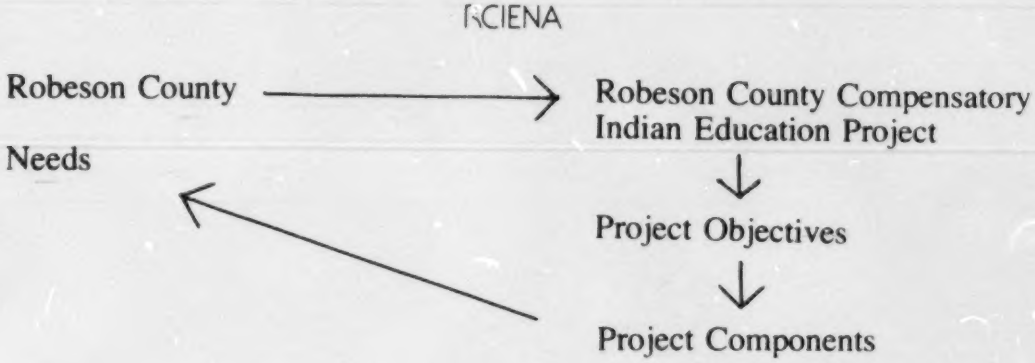
SPECIAL RECOGNITION IN THE PREPARATION OF THIS REPORT IS DUE TO MR. BOYD G. COMBS, ASSISTANT DIRECTOR OF CENTER FOR HUMAN COMMUNICATIONS RESEARCH FOR HIS ASSISTANCE IN BOTH THE ANALYSIS OF THE PROJECT'S DATA AND THE FINAL PREPARATION OF THIS DOCUMENT.

PART I
OVERVIEW OF THE ROBESON COUNTY TITLE IV-A PROJECT

Introduction

The Robeson County Title IV-A Compensatory Indian Education Project is built around the results of a needs assessment conducted in the Spring of 1977--a needs assessment (Robeson County Indian Education Needs Assessment or RCIENA) which sampled 65% of the Indian population in the county. Since the needs assessment, input from the Project's directors, the Parent Committee, educators, administrators, and students has been been utilized to outline and clarify the Project's objectives (and the components of those objectives) in order to satisfy the Indian community's needs identified through the RCIENA--a process which can be outlined as follows:



As it stands this Project is structured around four categories of objectives: **Student Classroom Performance** objectives which are aimed at increasing the academic performance of students; **Program Management and Maintanence** objectives aimed at involving parents, educators, and local administrators in the project; **Program Development** objectives which serve to identify and structure cultural programs for the Project's participants; and **Service** objectives which seek to meet medical, dental, or counseling needs of the Project's participants.

Project Goal, Assessed Needs, and Program Objectives

The goal of this Project is to design a Compensatory Indian Education Project. In order to guide the Project's planners (parents, educators, and project staff) in designing the Project to attain this goal, a needs assessment (RCIENA) was conducted in the Spring of 1977. The results of the RCIENA isolated fourteen general needs of Indians in Robeson County. These needs are the basis of the Project's objectives and the means for achieving the Project's goals. They are:

a. To offer programs which introduce the Project's participants to various aspects of Indian History and Culture;

b. To offer summer recreational programs;

c. Cultural Awareness training to develop positive self-concepts for Indian students;

d. Workshops and meetings for young Indians students;

e. Health services (including emergency dental service);

f. General Counseling for Indian students;

g. Career counseling for Indian students;

h. Indian education workshops and training for teachers and administrators;

i. Indian education curriculum development;

j. Enrichment and remedial classes for Indian students;

k. Creative writing classes;

l. Arts and Crafts classes;

m. Field trips for Indian students; and,

n. Parent education training.

In order to meet the needs of the Indians in Robeson County through this Project the Project's directors, the Parents' Committee, and local school system administrators worked together to define the four general objectives for the Project. These objectives are categorized as:

1. Performance Objectives;

2. Program Objectives;

3. Management Objectives; and,

4. Service Objectives.

The relationship among the several needs of the Indians in the county and these objectives is described in Chart 1, below. (Note: An "X" in the

row of a defined need and in the column of a stated objective indicated which objective will meet that need. For example, the need: "Classes in Indian History and Culture" is met through a "Performance Objective.").

Chart I: RCIENA NEEDS
BY PROJECT OBJECTIVES

RCIENA NEEDS / PROJECT OBJECTIVES	PERFORMANCE	PROGRAM	MANAGEMENT	SERVICE
a. Indian history and Culture	XX XX			
b. Summer Recreational Programs		XX XX		
c. Cultural Awareness Training to Develop Positive Self-Concepts for Indian Students	XX XX			XX XX
d. Workshops and Meetings for Young Indian Students				XX XX
e. Health Services (including Dental Services)	XX XX			XX XX
f. General Counseling for Indian Students		XX XX		
g. Career Counseling and Job Orientation	XX XX			
h. Indian Education Workshops and Training for Teachers and Administrators			XX XX	
i. Indian Education Curriculum Development		XX XX		
j. Enrichment, Remedial and Gifted Classes	XX XX	XX XX		
k. Creative Writing	XX XX	XX XX		
l. Arts and Crafts	XX XX	XX XX		
m. Field Trips for Indian Students				XX XX
n. Parent Education Training			XX XX	

PART II
PROJECT OBJECTIVES, COMPONENTS OF THE OBJECTIVES, AND NEEDS

To further clarify the four Project Objectives additional, specific objectives and components were identified for each Project Objective. These objectives and components were listed below. Additionally, Charts II, III, IV, and V on the following pages illustrate the relationship among the identified project needs, specific objectives, and components of those objectives for the entire Project. (Note: for Charts II, III, IV, and V an "X" in the row of a defined objective and component in the column of an identified need illustrates which needs are met by the various objectives and components. For example, in Chart II an "X" appears in the column for Objective #3, "Awareness of Local Indian History and Culture" and for Component #3, "Classes on Local Indian History and Culture." Thus, by offering local Indian History and Culture classes -- the component --the Project has met the defined RCIENA need: "a. Indian History and Culture.")

A specific list of the Project's specific objectives and components of thoses objectives follows below:

Performance Objectives

Objectives for Performance Objectives	Components of Performance Objectives
1. Student Career Development, School Development, and Self-development	1. Career Planning Programs and Workshops
2. Achievement in Language Arts, Math, and Science	2. Accelerated and Tutorial Classes
3. Awareness of Local Indian History and Culture	3. Classes on Local Indian History and Culture
4. Knowledge of Indian Art	4. Classes in Indian Arts, Crafts and Music
5. Information on and Service to Health Care Facilities	5. Provide Information on and Provide Service to Health Care Facilities

Program Objectives

Objectives for Program Objectives	Components of Program Objectives
1. A More Native American Curriculum	1. Unit Plans of Study and Mini Course Development
2. Assist Students with Their School, Personal, and Educational Problems	2. Individual and Group Counseling
3. Emphasize Local Indian History and Develop Awareness and Pride	3. Integrate Native American Studies with Total Curriculum
4. Develop Awareness of Local Arts and Crafts; Encourage Student to Improve and to use His/Her Skills	4. Native Artisans and Craftsmen Will Share Their Talents
5. Provide Greater Learning Opportunities	5. Tutorial and Accelerated Classes

Management Objectives

Objectives for Program Objectives	Components of Program Objectives
1. Clarify Parents' Role as Members of a County-wide Committee	1. Training Sessions for Parents and Students
2. Development of Teacher Education and Staff Education	2. Training Sessions
3. Coordinate Project	3. Centralize Project

Service Objectives

Objectives for Program Objectives	Components of Program Objectives
1. Make Needed Health Care More Available	1. Provide Dental and Medical Services
2. Expand Awareness to Other Communities	2. Field Trips, Resource Trips, Functions, and Programs

Chart II: Specific Performance
Objectives and Components by RCIENA NEEDS

OBJECTIVES	a. Indian History and Culture	c. Cultural Awareness Training to Develop Positive Self-Concepts for Indian Students	e. Health Services (including Dental Services)	g. Career Counseling and Job Orientation	j. Enrichment, Remedial and Gifted Classes	k. Creative Writing	l. Arts and Crafts	COMPONENTS
1. Student Career Development, School Development, and Self Development		XX XX		XX XX				1. Career Planning Programs and Workshops
2. Achievement in Language Arts, Math, and Science					XX XX	XX XX		2. Accelerated and Tutorial Classes
3. Awareness of Local Indian History and Culture	XX XX							3. Classes on Local Indian History and Culture
4. Knowledge of Indian Art							XX XX	4. Classes in Indian Arts, Crafts, and Music
5. Information on and Service to Health Care Facilities			XX XX					5. Provide Information on and Provide Service to Health Care Facilities
OBJECTIVES / RCIENA NEEDS								COMPONENTS / RCIENA NEEDS

Chart III: Program Specific Objectives
and Components by RCIENA NEEDS

OBJECTIVES						COMPONENTS
1. A More Native American Curriculum		XX XX				1. Unit Plans of Study and Mini Course Development
2. Assist Students with Their Social, Personal, and Educational Problems	XX XX					2. Individual and Group Counseling
3. Emphasize Local Indian History and Develop Awareness and Pride		XX XX				3. Integrate Native American Studies with Total Educational Curriculum
4. Develop Awareness of Local Arts and Crafts; Encourage Student to Improve and to Use His/Her Skills					XX XX	4. Native American and Craftsmen will Share Their Talents
5. Provide Greater Learning Opportunities			XX XX	XX XX		5. Tutorial and Accelerated Classes
OBJECTIVES / RCIENA NEEDS	f. General Counseling for Indian Students	i. Indian Education Curriculum Development	j. Enrichment, Remedial and Gifted Classes	k. Creative Writing	l. Arts and Crafts	COMPONENTS / RCIENA NEEDS

Chart IV: Specific Management
Objectives and Components by RCIENA NEEDS

OBJECTIVES			COMPONENTS
1. Clarify Parents' Role as Members of a County-Wide Committee		XX XX	1. Training Session for Parents and Students
2. Development of Teacher Education and Staff Education	XX XX		2. Training Session
3. Coordinate Project			3. Centralize Project

OBJECTIVES / RCIENA NEEDS	h. Indian Education Workshops and Training for Teachers and Administrators	n. Parent Education Training	COMPONENTS / RCIENA NEEDS

Chart V: Specific Service Objectives
and Components by RCIENA NEEDS

OBJECTIVES					COMPONENTS
1. Make Needed Health Care More Available			XX XX		1. Provide Dental and Medical Services
2. Expand Awareness to Other Communities	XX XX	XX XX		XX XX	2. Field Trips, Resource Trips, Functions, and Programs
OBJECTIVES / RCIENA NEEDS	c. Cultural Awareness Training to Develop Positive Self-Concepts for Indian Students	d. Workshops and Meetings for Young Indian Students	e. Health Services (including Dental Services)	m. Field Trips for Indian Students	COMPONENTS / RCIENA NEEDS

PART III
PROGRAM EVALUATION:
PERCEIVED OVERALL SUCCESS BY PARTICIPANTS

In the Spring of 1978 questinnaires were distributed to parents, teachers and students who participated in programs offered through the Project. The purpose of this survey was to determine 1.) the participants' general impression of the successfulness of the Project and 2.) the participant's perceptions of those needs (programs) which should be continued in the future.

The results of this survey are discussed below. Additionally, three charts (VI, VII, and VIII) are included to define to what extent each of the Performance, Program and Service objectives were achieved. Further, each chart is designed to describe the success of these general objectives in terms of the components of the objectives and the predetermined needs of the project.

Successfulness of Performance Objectives.

As Chrt VI indicates, all of the programs designed to meet the Performance objectives were generally perceived as successful by the Project's participants. A closer review of Chart VI indicates that the classes in "Indian Arts, Crafts, and Music" were perceived as the most successful of these programs offered to meet the Performance objectives, while the "Counseling Programs" were perceived as the least successful of the programs designed to meet Performance objectives.

Successfulness of Program Objectives.

Based on the overall responses of the Project's participants, the same them which developed concerning the General Performance Objectives seems to hold for the General Program Objectives -- that is, that the more successful programs were those aimed at developing an awareness of Indian culture, and that those perceived as the least successful were the counseling programs and classes for accelerated and talented students.

Chart VI: Successfulness of Performance Objectives
(Note: Percentile score indicates the percentage of the total sample that perceived the program as successful.)

SURVEY QUESTIONS / OBJECTIVES	Classes in Indian History and Culture	Cultural Awareness Programs (Open House/ Youth Forum/ Youth Festival	Medical and Dental Services	Referrals to Health, Welfare, and Other Agencies	Couseling Programs	Tutorial Reading Programs	Classes for Accelerated and Talented Students	Classes in Indian Arts and Crafts	Classes in Art	Classes in Music (including	SURVEY QUESTIONS / COMPONENTS
1. Student Career Development, School Development, and Self Development		64.2			56.3						1. Career Planning Programs and Workshops
2. Achievement in Language Arts, Math and Science						67.5	57.4	57.4			2. Accelerated and Tutorial Classes
3. Awareness of Local Indian History and Culture	66.3										3. Classes on Local Indian History and Culture
4. Knowledge of Indian Art								78.7	74.1	70.4	4. Classes in Indian Arts, Crafts, and Music
5. Information on and Service to Health Care Facilities			69.2	59.3							5. Provide Information on and Provide Service to Health Care Facilities
OBJECTIVES / RCIENA NEEDS	a. Indian History and Culture	c. Cultural Awareness Training to Develop Poitive Self Concepts for Indian Students	e. Health Services (including Dental Services)		g. Career Counseling and Job Orientation	j. Enrichment, Remedial and Gifted Classes	k. Creative Writing	l. Arts and Crafts			COMPONENTS / RCIENA NEEDS

Chart VII: Successfulness of Program Objectives

Survey Questions / OBJECTIVES	Counseling Programs	Classes in Indian History and Culture	Classes for Accelerated and Talented Students	Tutorial Reading Programs	Classes for Accelerated and Talented Students	Classes in Indian Arts and Crafts	Classes in Art	Classes in Music (including band)	Survey Questions / COMPONENTS
1. A More Native American Curriculum		66.3							1. Unit Plans of Study and Mini Course Development
2. Assist Students with Their Social, Personal, and Educational Problems	56.3								2. Individual and Group Counseling
3. Emphasize Local Indian History and Develop Awareness and Pride		66.3							3. Integrate Native American Studies with Total Educational Curriculum
4. Develop Awareness of Local Arts and Crafts; Encourage Student to Improve and to Use His/Her Skills						78.7	74.1	70.4	4. Native Artisans and Craftsmen will Share Their Talents
5. Provide Greater Learning Opportunities			57.4	67.5	57.4				5. Tutorial and Accelerated Classes
OBJECTIVES / RCIENA NEEDS	f. General Counseling for Indian Students	i. Indian Education Curriculum Development	j. Enrichment, Remedial and Gifted Classes		k. Creative Writing	l. Arts and Crafts			COMPONENTS / RCIENA NEEDS

At this point one feels it necessary to point out that it is important for the Project's directors not to interpret these results too narrowly. One should expect, for example, that classes in Indian Arts, Crafts, and Music would receive high evaluations because these are programs which reach a large number of studens and appeal to a "Culturally aware" group of individuals. In this instance, then, what this survey may be describing, in addition to the success of a particular program, is that Robeson County Indians indeed are interested in their culture and, further, that the Indians of this county are willing to learn more about their cultural heritage.

Successfulness of Service Objectives.

As the data in Chart VIII indicates, each of the programs offered to meet the service objectives is generally perceived to be successfully meeting its objectives. The Chart further reports that the "Medical and Dental Services" program is the most successful of the Service programs offered and that the "Referral To Other Agencies" program is perceived as the least successful of the Service programs offered.

Project Evaluation: Classroom Performance.

Students from grades 3-12 participated in various remedial or accelerated learning programs covering three academic areas: Language skills, Mathematics, and Reading. Based on a comparison of pre-and post-test scores of the students' performance in these classes each program proved to be generally successful for the participants. For example, as the table below indicates, students in grades 3-6 showed an average gain of 27.6% in their tutorial reading classes and a gain of 20.5% in their language classes.

Chart VIII: Successfulness of Service Objectives

SURVEY QUESTIONS / OBJECTIVES	Cultural Awareness Programs (Open House/ Youth Forum/ Youth Festival)		Medical and Dental Services	Referrals to Health, Welfare, and Other Agencies	Cultural Enrichment Trips	SURVEY QUESTIONS / COMPONENTS
1. Make Needed Health Care More Available			69.2	59.3		1. Provide Dental Emergency, Health and Medical Services
2. Expand Awareness to Other Communities	64.2	64.2			66.6	2. Field Trips Resources Trips, Functions, and Programs

OBJECTIVES / RCIENA NEEDS	c. Cultural Awareness Training to Develop Positive Self-Concepts for Indian Students	d. Workshops and Meetings for Young Indian Students	e. Health Services (including Dental Services)	m. Field Trips for Indian Students	COMPONENTS / RCIENA NEEDS

-15-

PERCENTAGE GAIN OF STUDENTS IN REMEDIAL AND ACCELERATED CLASSES

Program	Grades Tested	Number Participating	%Gain Per Student
Tutorial Reading	Grades 3-6	111	27.6%
	Grades 7-10	59	21.5%
	Grades 11-12	3	4.6%
Accelerated Classes in Language	Grades 3-6	52	20.5%
	Grades 7-10	8	8.5%
	Grades 11-12	3	15.4%
Accelerated Classes in Mathematics	Grades 3-6	52	14.1%
	Grades 7-10	8	6.3%
	Grades 11-12	3	8.1%

Project Evaluation: Program Participation.

During the nine month school year the Robeson County Project served more than 43,000 individuals (see the table below) with more than half of these participants (29,000) coming from the kindergarten through sixth grade age groups. Additionally, one program in particular, the "arts and crafts," accounted for nearly 20% of the total attendance during this period (14,738.) Perhaps, the only points the Project's directors might attend to in the future re to 1.) continue the very successful programs while working to build up attendance in others, and 2.) to work to involve older students in the various program activities offered through the Project.

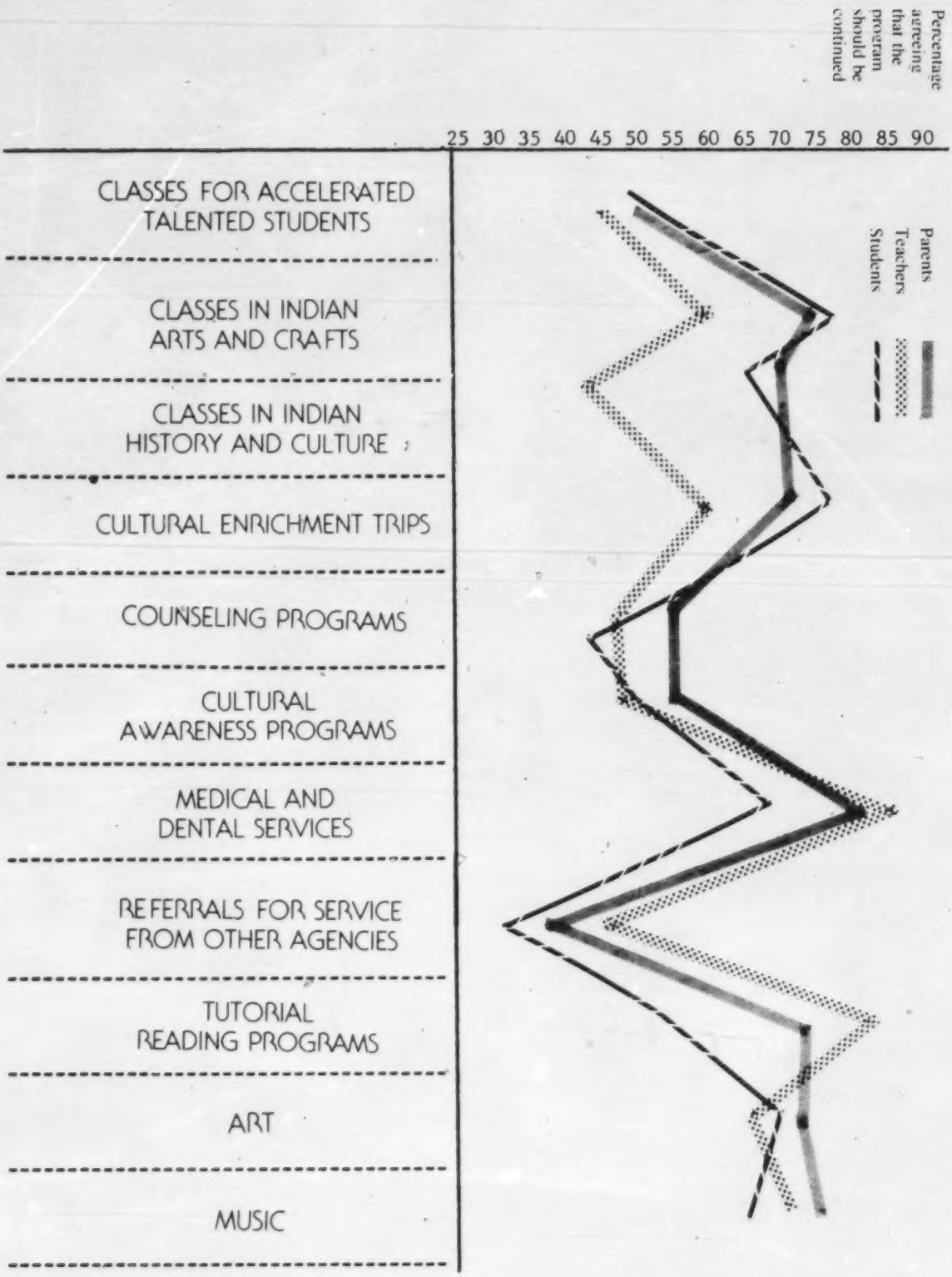
NUMBER OF STUDENTS PARTICIPATING
BY PROGRAM, BY FUNCTION, OR BY ACTIVITY
September 1977 - May 1978

	K-6	7-12	Other	Totals
Native American Studies	2996	1236		4232
Cultural Enrichment-Music	7358	1964		9322
Cultural Enrichment-Art	919	1863		2782
Arts and Crafts/ Native Crafts	12587	2151		14738
Educational Enrichment-Tutorial	116	788		1954
Accelerated Classes	527	378		905
Youth Development Individual Awareness	1343	3134	62	4539
Community Referral Services	1877	1349	387	3613
Field/Resource Trips	236	938	56	1230
Totals	29009	13801	505	43315

PART IV
OVERVIEW OF NEEDS: PARENTS, TEACHERS, AND STUDENTS

Three groups are involved as participants in the Robeson County Compensatory Indian Education Project. These groups --parents, teachers and students--are the primary participants and represent the heart of the educational complex as defined by the Project Directors. For this reason the Robeson County Project actively sought out the impressions of the members of the groups 1.) when determining the continuing needs for the project, and 2.) when evaluating the overall worth of the project and its components.

All totaled, 409 parents, 184 teachers, and 1,344 students completed the June 1st, final evaluation survey questionnaire. The results of this survey (see graph below) revealed that there is general concensus among the participants regarding which of the many programs offered should be continued in the future.


Percentage agreeing that the program should be continued
25 30 35 40 45 50 55 60 65 70 75 80 85 90
Parents
Teachers
Students
CLASSES FOR ACCELERATED TALENTED STUDENTS
CLASSES IN INDIAN ARTS AND CRAFTS
CLASSES IN INDIAN HISTORY AND CULTURE
CULTURAL ENRICHMENT TRIPS
COUNSELING PROGRAMS
CULTURAL AWARENESS PROGRAMS
MEDICAL AND DENTAL SERVICES
REFERRALS FOR SERVICE FROM OTHER AGENCIES
TUTORIAL READING PROGRAMS
ART
MUSIC

Overview of Needs: The Parents

The table presented below represents the percentage of support, by the parents surveyed, for the various programs and services offered by the Robeson County Project.

TABLE OF PARENTS SUPPORT FOR ROBESON COUNTY PROGRAMS

Program/Need Name	Percent Support
Medical and Dental Services	81.7
Classes in Indian Arts and Crafts	76.8
Music	73.3
Tutorial Reading Programs	71.6
Art	71.1
Cultural Enrichment Trips	68.7
Classes in Indian History and Culture	67.7
Counseling Programs	54.3
Cultural Awareness Programs	54.0
Classes for Accelerated and Talented Students	50.6
Referrals for Service From Other Agencies	37.7

As the data above illustrates, there is general agreement among the parents that most programs and services should be continued over the next year. Only one program, "Referrals for Service from other Agencies," seems to be of questionalbe worth to this group of participants.

Overview of Needs: The Teachers

The table below represents the ranking of programs and services by the 184 teachers responding to the survey conducted in June.

TABLE OF TEACHERS SUPPORT FOR ROBESON COUNTY PROGRAMS

Program/Need Name	Percent Support
Medical and Dental Services	86.4
Tutorial Reading Services	80.4
Music	69.0
Art	64.7
Classes in Indian Arts and Crafts	61.4
Cultural Enrichment Trips	56.5
Classes for Accelerated and Talented Students	47.3
Counseling Programs	43.5
Classes in Indian History and Culture	43.5
Cultural Awareness Programs	42.4
Referrals for Service From Other Agencies	39.7

Like the parents, the teachers responding to the questionnaire generally see "Medical and Dental Services" as of primary importance to the Robeson County Project, and the "Referral for Services From Other Agencies" as that program which is least necessary for the overall project. Beyond these two points, only the "Cultural Enrichment Trips" received a similar ranking for both groups. There is general agreement concerning the top six programs for the next year, however, and this should be viewed optimistically by both the Project's directors and its participants. Such consistency is a plus for the project for this consistency represents both clear identification with the purpose of the project and with the types of services perceived as necessary for the project by these two groups.

Overview of Needs: The Students

All totaled, 1344 studens returned the June 1st questionnaire. As the table below illustrates, there was general agreement between the students and the parents and teachers regarding the top six programs which should be continued and even the least appropriate program for the Project (Referrals for Services From Other Agencies) but, there was no agreement between the students and their parents and teachers as to **the** most necessary program for the project.

TABLE OF STUDENTS SUPPORT FOR ROBESON COUNTY PROGRAMS

Program/Need Name	Percent Support
Classes in Indian Arts and Crafts	78.5
Art	74.9
Cultural Enrichment Trips	72.2
Medical and Dental Services	70.3
Music	69.8
Classes in Indian History and Culture	62.4
Tutorial Reading Programs	57.2
Cultural Awareness Programs	51.2
Classes for Accelerated and Talented Students	50.1
Counseling Programs	44.6
Referrals for Service From Other Agencies	33.0

Unlike the parents and teachers, students saw "Classes in Indian Arts and Crafts" as the most important program while the other groups saw "Medical and Dental Services" as the program which should receive the greatest emphasis (students ranked this program as 4th in importance.) The discrepancy between these choices ranked first is of minor importance, however. The salient point to keep in mind is that there is overall agreement among the groups concerning the top six programs -- that is, all three groups generally agree on the types of programs which should be offered by the Project.

Overview of needs: The Combined Groups

A ranking of the Robeson County programs after combining all three groups is displayed below. These results are slightly misleading, however, for students represented approximately 69% of the total sample surveyed -- thus, slanting any ranking of programs in the direction of the student sample preferences.

TABLE OF COMBINED RANKINSG
WITHOUT CONTROL FOR GROUP SIZE

Program Name	Percent Support
Classes in Indians Arts and Crafts	76.5
Medical and Dental Services	74.2
Art	73.1
Music	70.5
Cultural Enrichment Trips	70.0
Tutorial Reading Programs	62.5
Classes in Indian History and Culture	61.7
Cultural Awareness Programs	51.0
Classes for Accelerated and Talented Students	50.0
Counseling Programs	46.6
Referrals for Service From Other Agencies	34.6

The real question for the Robeson County Project is, "Which ranking most clearly represents the needs of all participants?" As pointed out earlier, there is general concensus defining the top six programs of the County's Project. Thus, deciding which is the top program only becomes important when money has to be divided among programs. One can arrive at a more unbiased ranking of the programs through the following procedure.

1. Record the ranking for each program alongside the program's name.

2. Sum each program's ranking.

3. Finally, select the proram with the smallest score. This represents the program which was "most often" selected as the most important program.

Following these three steps, the programs are ranked as follows (ties can be broken by referring to the results of the combined ranking described above.)

TABLE OF COMBINED RANKING WITH CONTROL FOR GROUP SIZE

Program Name	**Final Rank**
Medical and Dental Services	1
Classes in Indian Arts and Crafts	2
Art	3
Music	4
Tutorial Reading Programs	5
Cultural Enrichment Trips	6
Classes in Indian History and Culture	7
Classes for Accelerated and Talented Students	8
Counseling Programs	9
Cultural Awareness Programs	10
Referrals for Service From Other Agencies	11

Utilizing this procedure, where each group has one "vote" regardless of its size, the top five programs are:
Medical and Dental Services
Classes in Indian Arts and Crafts
Art
Music
Tutorial Reading Programs

Concerning Programs With Low Score

Only the "Referrals for Service From Other Agencies" consistently received low scores from all three groups sampled. Based on this result many may be tempted to immediately drop this or any other program receiving such ratings, from the next years Project. Such action may be premature, however.

Low ranking of a program may come about for a variety of reasons. For example, a program may not be serving the needs of the participants because of poor planning, poor quality, lack of interest, or poor publicity. Thus, both the internal structure of a program or the logistics behind the programs development may contribute to an overall low ranking. Whatever the source of the problem, care must be taken to accurately determine where the problem lies with these programs if they are to be continued. One must keep in mind that a poorly functioning program may be providing more of a disservice than a service to its participants -- that is, one cannot assume that by simply offering a program one is, at the same time, offering a service.

Another consideration is that several programs which received low ranking were **not** offered in all schools (i.e.-Accelerated Classes), consequently, accounting for low rankings.

PART V
CONCLUSION

The defined goal of the Robeson County Project is to develop a compensatory Indian education project for Indians living in Robeson County. With this end in mind the Project, through the combined efforts of the Project's directors, the Parent Committee, and county school administrators and teachers, outlined sets of objectives which would aid in accomplishing the project's goal. This report, then represents the efforts of these groups after one year.

Summary - Evaluation of the Project

Based on the results of the various measures used to assess this Project's programs one can generally conclude that the Robeson County Project is successfully on its way to achieving its goal (in fact, in the sense that the Project has been operating for one year -- and operating successfully in the minds of the Project's participants -- some might be inclined to stated that the project has achieved its goal.) Overall, all educational programs (e.g., tutoral classes) were offered and studens in all classes and across all age groups showed measurable learning increases as a result of the classes. Secondly, participation in the programs offered reflects tremendous interest on the part of the Project's participants and the fact that the number of participants in the Project's activities is growing seems to be a positive sign that after one year Robeson County definitely has a dynamic, growing Project on its hands. Finally, the results of the just completed, Spring, 1978 survey indicated that, on the average, more than sixty-five percent of those questioned thought that programs offered were successful in achieving their purpose. But perhaps the most rewarding response from the participants for those co-ordinating this Project was the participants' response to the question: "In your opinion, how beneficial were the programs which you participated in this year?" In this the 1,937 participants surveyed overwhelmingly (92.1%) felt that the programs they participated in were of benefit to them.

Suggestions for Next Year.

The programs offered by the Robeson County Project then, were generally perceived as successful and, moreoever, the programs that those surveyed participated in were viewed as overwhelmingly beneficial. Yet, with all of this support for the overall project, one still cannot disregard the fact that some programs received low ratings (e.g., the "Referral" service) and, perhaps should be continued, while others which received high ratings (e.g., the "Medical and Dental" services) may actually be growing beyond the stated parameters of the "Compensatory Education" Project. Thus, one of the first actions of the

Project's directors should be to determine which direction the Project will head in the future. Here, the Project's directors must determine 1.) if any programs should be discontinued; and, 2.) if any programs should be added.

A second detail the Project's directors should deal with is communication between the Project and its participants. The Project directors should, early in the fall, report the results of the Spring, 1978 survey to the targeted participants -- parents, teachers, and students. Such contact is necessary for it keeps the purpose of the Project alive for participants and encourages future cooperation and participation.

Third, the Project's directors should work to keep more accurate information on program participation (many summer programs and events which had several hundred in attendance were not reported here because those statistics were not available) and, indeed, the directors might even attempt to measure the participants' perception of the worth of a program **immediately after** the program concludes. Such immediate feedback not only provides a record of performance and success but this feedback also aids the Project's directors in planning for future events or programs.

Finally, although students in various accelerated and remedial classes did show improvement over time in their course it still remains difficult to tell is the student is progressing faster (or slower) in comparison to students not in these classes. Thus, care might be taken in the future to compare the progress of students within these "special" classes to other students (a control group) not taking the Project's classes. One final point concerning these classes is that the Project's directors should take note of the fact that the "Remedial" and "Accelerated" classes received relatively low ratings by the programs participants. If such programs are to be continued care should be taken to make sure that they operate as effectively as possible. Thus, the Project's directors might add at least one more area to the overall project--staff development. Classes, workshops, and training sessions should be available to staff members involved with this project. Such programs are good for moral, personal development, program planning, **and** program implementation.